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ABSTRACT

The paper reports findings of a 4 year investigation of changes that have taken place across the country with regard to the education of gifted and talented children. Data were obtained on an annual basis from direct informational questionnaires sent to individual state consultants for the gifted and talented. The investigation was constructed and reported around three basic informational needs: the need to determine from a policy perspective exactly who are the gifted and talented, how they are being identified, and approximately how many are being reported as receiving a differentiated special education program: the need to carefully examine the progress that has taken place at the state level with regard to many of the administrative structures, state level personnel, regulatory and administrative practices that impact upon the provision of services to the gifted and talented: and the need to delineate the present levels of state and federal appropriations for this population. Among the more significant policy developments and changes that have taken place between the 1975-76 and 1979-80 school years are the following: 39 states currently have legislation that mentions or defines gifted and talented children: 44 states have regulations or guidelines regarding the screening and identification of the children: 17 states either require or suggest the use of individualized education programs for their gifted and talented students: 19 state require or suggest the use of due process procedures in the identification, evaluation, and placement of their gifted and talented children: 43 states indicate they served a total of 766,759 gifted and talented students during 1979-80: it appears that between 37% and 61% of the estimated gifted and talented population was served during the 1979-80 school year: 15 states mandated the identification and provision of appropriate educational services for their gifted and talented children during the 1979-80 school year: and 38 states reported allocating a total of $141,772,238 for gifted and talented education during the 1979-80 school year. (SBH)

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Gifted and Talented Education From A Nationwide Perspective

December 1980

by Jeffrey J. Zettel

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GIFTED AND TALENTED EDUCATION FROM A NATIONWIDE PERSPECTIVE

by Jeffrey J. Zettel

The intention of this chapter is to identify many of the more salient changes that have taken place across the country with regard to the education of gifted and talented children. Up until 1976, very little systematic information concerning state policy and the delivery of services to gifted and talented children had been collected on a nationwide basis. To help meet this need, the United States Office of Education in 1976-77 contracted The Council for Exceptional Children (CEC) to conduct a nationwide assessment to compile this information. The results of this original investigation were portrayed in a 1978 CEC publication entitled The Nation's Commitment to the Education of Gifted and Talented Youth.[1] Subsequently, for the next three years, this information has continued to be compiled, analyzed and updated. Selected portions of the 1977-78 investigation were disseminated through a chapter in the 1979 Yearbook of the National Society for the Study of Education,[2] while data obtained in 1978-79 were contained in a paper presented at the 1980 Annual Meeting of the American Educational Research Association.[3] While this chapter will use a similar format established by these earlier works, it will greatly expand upon their data base and provide the reader with what the author believes to be the most current assessment of "the state of the art" for gifted and talented education.

Data for this four year investigation have been obtained on an annual basis through direct informational questionnaires sent to individual State Consultants for the Gifted and Talented. Upon receiving this information, the data were analyzed and individual gifted and talented policy profiles were created for each state. Following the completion of this activity, the profiles were subsequently (and on an annual basis) returned to their respective State Consultants for verification and updating. Where missing or conflicting information arose, the Consultants were personally called for clarification. Finally, during this past year's investigation, the results of two other nationwide policy investigations regarding gifted and talented education

conducted by the U.S. Office of Education[4] were also included on the state policy profiles. Where confusing or conflicting data appeared, the individual Consultants were once again asked to clarify them.

Overall, this investigation was constructed and is reported around three basic informational needs: (1) the need to determine from a policy perspective exactly who are the gifted and talented, how they are being identified, and approximately how many are being reported as receiving a differentiated special education program; (2) the need to carefully examine the progress that has taken place at the state level with regard to many of the administrative structures, state-level personnel, regulatory and administrative practices that impact upon the provision of services to the gifted and talented; and (3) the need to delineate the present levels of state and federal appropriations for this population.

State Legislation

Legislation affecting the education of gifted and talented children can be traced back to as early as 1939 when a Florida state statute called upon its "county boards of education to provide insofar as 'practicable', facilities for classes for children with unusual ability."[5] A few years later, in 1941, legislation in Kansas directed the state's Division of Special Education to "encourage school districts through consultation and guidance to make provision for gifted children by adapting school work to their needs and to waive restrictions which interfere(d) with the development of such children."[6] By 1967, a study conducted by The Council for Exceptional Children (CEC) found that by that time "17 states (had) within their education code a term which (could) be construed to apply to the clinical entity known as the gifted child."[7] Of the 17 states, however, only 10 actually had "any legal guidelines or definitions for determining the type of child to be served."[8] Finally, at the present time, according to the results of this most recent investigation, there are now 39 states that make mention of or legislatively define gifted and talented children within their state statutes.

As might be anticipated, the manner and way in which each of these 39 states refers to this population is considerably different. Essentially, however, statutory reference to gifted and talented children can be categorized around four central taxonomies. First, as is demonstrated by Table 1, nearly half (i.e., 49 percent) of the states that provide legislative guidelines or definitions of gifted and talented children do so under the broad, general rubric of exceptional children. Within this first classification, 16 states define the gifted and talented as being one of a specified number of subpopulations of exceptional children for whom regular educational programming may not be sufficient without the provision of special classes or instruction.

TABLE 1
STATE STATUTORY DEFINITIONS OF
GIFTED AND TALENTED CHILDREN

I. Defined as Exceptional Children

Alabama	Delaware	Louisiana	North Dakota
Alaska	Florida	Maryland	Oklahoma
Arizona	Georgia	Mississippi	Pennsylvania
Colorado	Idaho	New Mexico	West Virginia
Connecticut	Kansas	North Carolina	

II. Defined as Gifted and/or Talented

Arkansas	Maine	Nebraska	Virginia
California	Michigan	Ohio	Washington
Illinois	Minnesota	Oregon	
Iowa	Missouri	Rhode Island	
Kentucky	Montana	Texas	

III. Defined as Handicapped

Nevada	Tennessee

IV. Defined as Children in Need of Special and Prolonged Assistance

South Dakota

V. Not Presently Defined in State Statutes

Hawaii	New Hampshire	South Carolina	Wisconsin
Indiana	New Jersey	Utah	Wyoming
Massachusetts	New York	Vermont	

Oklahoma, for example, uses the following definition:

> Exceptional children shall mean gifted children, educable mentally-handicapped children, trainable mentally-retarded children, speech-defective children, emotionally-disturbed or perceptually-handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with specific learning disabilities as a result of neurological impairment, multiple-handicapped children, and other handicapped children...whose condition is such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program.[9]

There are three states (Kansas, New Mexico, and Pennsylvania), on the other hand, that, while they do not specifically mention the gifted and talented as being exceptional, have statutory language that allows this to be interpreted. Pennsylvania's statute of exceptionality allows for such interpretation. According to its definition:

> The term 'exceptional children' shall mean children of school age who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special educational facilities or services.[10]

Two states, Nevada and Tennessee, statutorily define gifted and talented children in terms of their being handicapped children. Tennessee, for instance, defines its handicapped children to be those:

> ...who have been certified...by a specialist as being unsuited for enrollment in regular classes of the public schools or who are unable to be educated or trained adequately in such regular programs without the provision of special classes, instruction, facilities or related services, or a combination thereof. This term includes the educable, trainable, and profoundly retarded; and speech and/or language impaired;...the multiply handicapped; and the intellectually gifted; and any other child whose needs and abilities cannot be served in a regular classroom setting. (Emphasis added)[11]

Including Nevada and Tennessee, it is noteworthy to realize, therefore, that 54 percent of the states that have enacted legislation regarding the education of gifted and talented children have established a direct statutory relationship of this population to special education. The direct as well as indirect advantages of this relationship will become abundantly clear to the reader as this chapter progresses.

Besides describing gifted and talented children in terms of their being exceptional and handicapped, there are two additional ways in which many states refer to these children within their statutory language. As can be further seen from Table 1, there are 17 states that independently define gifted and talented children within their general education statutes. Many of these definitions, as exemplified by the

following language from the states of Iowa and Michigan, speak of the personal characteristics of these children rather than to their programmatic and/or educational needs:

> 'Gifted and talented children' are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require differentiated educational programs or services beyond those provided by the regular school program.[12]

> The 'gifted and/or academically talented' means elementary and/or secondary school students who may be considered to be (1) intellectually gifted, (2) outstanding in school achievement, and/or (3) those who have outstanding abilities in particular areas of human endeavor, including the arts and humanities.[13]

There is one state, South Dakota, that statutorily describes its gifted and talented children as being "children in need of special or prolonged assistance."[14]

Finally, there are 11 states that at the present time do not have any legislative provisions pertaining to the gifted and talented. Of these 11, however, over half have recently introduced bills or legislative provisos to do so.

State Policy and Administrative Practices Related To The Education of Gifted and Talented Children

Obviously, there are a broad number of areas that could be discussed concerning the progress that has taken place at the state level with regard to the education of gifted and talented children. For purposes of this particular chapter, however, this discussion will be limited to the following five topics: (1) the various state-level administrative structures that have been created to initiate and coordinate the provision of policy and services to the gifted and talented; (2) the administrative personnel that have been assigned to coordinate and implement these procedures and programs; (3) the specific criteria that have been established by the states to evaluate and identify potential gifted and talented individuals; (4) the use of individualized education programs (IEP's) in providing services to this population; and (5) the use of due process procedures to assure that the identification, evaluation, and educational placement of these children is conducted according to state policy and in the best interest of the gifted and talented children themselves.

State Administrative Structures

There are basically three different types of managerial systems that have been established by states to help them effectively administer their programs for the gifted and talented at the state level. First, the majority, or 54 percent, have chosen to administer these programs through their Departments of Special or Exceptional Education. Indicating that most special educators have historically used the term exceptional to refer to all children with special needs (i.e., both handicapped and gifted), many states have further justified the inclusion of the gifted and talented within their special education programs by stating that it would negate both the duplication of many existing delivery systems as well as the often impossible task of creating entirely new state-wide delivery systems.

As previously described, 21 states have legislatively indicated that their gifted and talented programs should be administered through Special Education. Table 2 illustrates that an additional ten states (i.e., Arkansas, Connecticut, Hawaii, Maine, New Hampshire, New Jersey, Ohio, Oregon, South Dakota, and Virginia) have opted to likewise establish this relationship through regulation or administrative practice. Nearly one-quarter, or 13 states, on the other hand, have elected to administer their gifted and talented programs through their State Departments of Curriculum or Instruction. Finally, as is also demonstrated by Table 2, there are an additional ten states that have administratively alligned their programs for gifted and talented children with a variety of special divisions or departments, such as technical assistance, special projects, federal and state grants, etc.

State-Level Personnel

In addition to looking at the variety of programmatic structures that have been created by the states to administer their programs for the gifted and talented, it is also interesting to observe the growth that has taken place in the number of state-level personnel that have been assigned to coordinate these programs. According to the results of a state survey sent out by the U.S. Office of Education in 1970, 24

TABLE 2
LOCATION OF G/T EDUCATION WITHIN
SEA ADMINISTRATIVE STRUCTURE

I. HOUSED WITHIN SPECIAL/EXCEPTIONAL EDUCATION

Alabama	Kansas	North Dakota
Alaska	Louisiana	Ohio
Arkansas	Maine	Oklahoma
Connecticut	Mississippi	Oregon
Delaware	Nevada	Pennsylvania
Florida	New Hampshire	South Dakota
Georgia	New Jersey	Tennessee
Hawaii	New Mexico	Virginia
Idaho	North Carolina	West Virginia

(N=27)

II. HOUSED WITHIN CURRICULUM SERVICES/INSTRUCTION

Arizona	Massachusetts	New York
Indiana	Minnesota	Wisconsin
Iowa	Missouri	Wyoming
Kentucky	Nebraska	
Maryland	South Carolina	

(N=13)

III. MISCELLANEOUS

Consolidated Programs - California
Program Development - Colorado
Department of Federal and State Grants - Illinois
School Program Services - Michigan
Office of Public Instruction - Montana
Division of Technical Assistance - Rhode Island
Division of Educational Programs for Special Populations - Texas
Division of Special Projects - Utah
Division of Elementary/Secondary Education - Vermont
Division of Special Services - Washington

(N=10)

states indicated they had a designated staffperson at the state department level with major responsibilities for programs for the gifted. In only 10, however, were these individuals assigned that responsibility for more than 50 percent or more of their time.[15] By 1975, all 50 states indicated they employed individuals at the state level with responsibilities for the gifted and talented. Twenty-four assigned them for 50 percent or more of their time, and 16 employed them in full-time capacities. By 1980, as can be seen from Table 3, there are 48 states that currently have state department personnel with 50 percent or more of their time assigned to gifted and talented education. Forty-two states have full-time individuals employed in these positions.

Change has also taken place with regard to the institutionalization of these state-level positions. In 1970, for example, only 21 states indicated they were contributing half or more of the salaries of their state department personnel assigned to the gifted and talented. By 1980, however, 34 states reported they supported these positions with state funding. Even more impressive is the fact that 28 states now totally support at least one full-time individual at the state level whose major responsibility is gifted and talented education.

The Identification of Gifted and Talented Children

Historically, gifted and talented children were often viewed by most educators and lay persons to include only those individuals who possessed a high I.Q. or demonstrated a significant potential in their intellectual ability. In 1971, then U.S. Commissioner of Education, Sidney Marland, sought to change this limited stereotype of gifted children. For purposes of federal education programs, he suggested that the category "gifted and talented" be expanded to include children selected from those capable of high performance in the following six areas of achievement: (1) general intellectual ability; (2) specific academic aptitude; (3) creative and productive thinking; (4) leadership ability; (5) visual and performing arts; and (6) psychomotor ability.[16]

The significance of this expanded federal definition upon the development

TABLE 3
STATE LEVEL PERSONNEL

STATE	Number of Persons Assigned to G/T	Percent of Time Devoted	Source of Funding	Year Position was First Established
Alabama	1	100%	Fed.	1974
Alaska	1	100%	State	1975
Arizona	1	100%	Fed.	Position Currently Unfilled
Arkansas	1	100%	State	1979
California	3	100%	2-St. 1-Fed	1961
Colorado	1	100%	Fed.	1966
Connecticut	1	100%	State	1966
Delaware	1	100%	Fed.	1980
Florida	1	100%	State	1970
Georgia	1	100%	State	1958
Hawaii	1	100%	State	1976
Idaho	1	50%	State	1975
Illinois	2	100%	State	1963
Indiana	1	100%	Fed.	?
Iowa	1	100%	Fed.	1976
Kansas	1	60%	State	1955
Kentucky	1	100%	State	1975
Louisiana	3	100%	State	1975
Maine	2	100%	St/Fed.	St-78; Fed-79
Maryland	3	100%	State	1975
Massachusetts	1	100%	Fed.	1976
Michigan	1	100%	State	1975
Minnesota	1	100%	State	1960
Mississippi	1	100%	State	1976
Missouri	1	100%	State	1979
Montana	1	100%	Fed.	1979
Nebraska	1	100%	State	1967
Nevada	1	25%	Fed.	1971
New Hampshire	1	1-5%	State	1975
New Jersey	1	100%	State	1977
New Mexico	1	50%	State	?
New York	1	100%	State	1961
North Carolina	3	100%	State	1961
North Dakota	3	1-100%; 2-P/T	Fed.	1978
Ohio	1	100%	Fed.	1960
Oklahoma	2	100%	St/Fed.	--
Oregon	1	100%	State	1977
Pennsylvania	1	100%	Fed.	--
Rhode Island	--	--	--	--
South Carolina	1	100%	State	1974
South Dakota	1	100%	Fed.	1978
Tennessee	11	1-100%; 10-P/T	St/Fed.	1975
Texas	2	100%	St/Fed.	1975
Utah	1	50%	State	1972
Vermont	1	50%	State	--
Virginia	1	100%	State	--
Washington	2	100%	State	1957
West Virginia	1	100%	State	1979
Wisconsin	1	100%	Fed.	1976
Wyoming	1	50%	Fed.	1974

of state policy related to gifted and talented education was vividly demonstrated during a nationwide investigation conducted by The Council for Exceptional Children (CEC) in 1978.[17] During this study, 38 states were found to have regulations or guidelines governing the identification of their gifted and talented children. Of the 38, twenty-two states had adopted the broad six-categorical definition, similar if not identical to the one suggested by Marland.

In 1980, 44 states were found to have written policies (i.e., regulations, rules, guidelines, or by-laws) that govern the identification of their gifted and talented students. As can be seen from Table 4, however, there continues to be disagreement among many of them as to who specifically each believes should be identified and labeled as "gifted and talented." For example, all 44 currently have policy statements indicating they strongly believe that individuals possessing high potential in intellectual ability should be designated as gifted. Similarly, 42 states specified that children demonstrating high performance in specific academic aptitude should likewise be so designated. Thirty-eight states, on the other hand, felt that this label should be further applied to children capable of high performance in creative and productive thinking. Thirty-one established criteria for the identification of individuals possessing high potential in the visual and performing arts. Only 25 of the states, however, felt that children with considerable leadership potential should be included in this population, and even less (i.e., 18) suggested that those capable of high performance in the area of psychomotor ability should be labeled as gifted.

The reluctance of many states to include children possessing high potential in leadership and psychomotor ability appears to be related to the difficulty which many states apparently had in developing valid and comprehensive identification criteria for these populations. Some states, fearing adverse public reaction over the possible inclusion of athletes in the psychomotor population, purposely tried to de-emphasize or exclude their participation through strict guidelines. Missouri, for example, limited the psychomotor talented to those children capable of "high ability or attainment in either gross or fine manipulative activities, including disciplines such as

TABLE 4
STATE IDENTIFICATION PRACTICES

State	Intellectual Ability	Specific Academic Aptitude	Creative/ Productive Thinking	Leadership	Visual/ Performing Arts	Psychomotor Ability	Date Enacted
Alabama[1]	x		x				1979
Alaska	x	x	x	x	x	x	1978
Arizona	x	x	x				1976
California[2]	x	x	x	x	x		1980
Colorado[3]	x	x	x	x	x	x	1980
Connecticut	x	x	x				1978
Delaware	x	x	x	x	x	x	1978
Florida	x						1977
Georgia	x	x					1979
Hawaii[4]	x	x	x	x	x	x	1977
Idaho[5]	x	x	x	x	x		1979
Illinois	x	x	x	x	x	x	1976
Indiana[6]	x	x	x	x	x		1980
Iowa[7]	x	x	x	x	x		1978
Kansas	x	x	x				1979
Kentucky[8]	x	x	x		x		1978
Louisiana[9]	x	x	x				1979
Maine	x	x	x	x	x	x	1979
Maryland	x	x	x	x	x	x	Undated
Massachusetts[10]	x	x	x	x	x	x	1978
Michigan	x	x	x	x	x	x	1976
Minnesota	x	x	x	x	x		1976
Mississippi	x	x	x		x	x	1977
Missouri[11]	x	x	x		x		1980
Nebraska	x	x	x	x	x	x	1976
Nevada	x	x	x	x	x	x	1972
New Jersey[12]	x	x	x	x	x	x	1978
New Mexico	x	x	x				1976
New York	x	x	x	x	x	x	1976
North Carolina[13]	x	x	x				1979
Ohio	x	x	x	x	x	x	1975
Oklahoma[14]	x	x	x	x	x		1980
Oregon[15]	x	x	x	x	x		1979
Pennsylvania[16]	x	x	x		x		1977
Rhode Island[17]	x	x	x	x	x		1979
South Carolina	x	x	x	x	x	x	1977
South Dakota[18]	x	x					1980
Tennessee	x	x					1975
Texas	x	x	x	x	x	x	1975
Utah[19]	x	x	x		x	x	1977
Virginia[20]	x	x	x	x	x		1979
Washington	x	x	x				1979
West Virginia[21]	x	x					1979
Wyoming[22]	x	x	x	x	x		1978
TOTALS	44	42	38	25	31	18	

[1] Changed from 6 categorical definition to only intellectual ability and creative/productive thinking in 1979.
[2] Changed from only intellectual ability and specific academic ability to 7 categorical definition (in addition to those areas mentioned above, 1980 definition adds the categories of high achievement and other).
[3] Established 6 categorical definition in 1980.
[4] Changed from only intellectual ability to 6 categorical definition in 1977.
[5] Deleted psychomotor ability in 1979.
[6] Deleted psychomotor ability in 1980.
[7] Deleted psychomotor ability in 1978.
[8] Deleted psychomotor ability in 1978.
[9] Deleted leadership, visual and performing arts, and psychomotor ability in 1979.
[10] Established 6 categorical definition in 1978.
[11] Deleted leadership in 1980.
[12] Established 6 categorical definition in 1978.
[13] Deleted leadership in 1978.
[14] Adopted P.L. 95-561 definition in 1980; deleted psychomotor ability.
[15] Established 5 categorical definition in 1979; did not include psychomotor ability.
[16] Added visual and performing arts in 1977.
[17] Established 5 categorical definition in 1979; did not include psychomotor ability.
[18] Changed from 6 categorical definition to only intellectual ability and specific academic aptitude in 1980.
[19] Deleted leadership in 1979.
[20] Deleted psychomotor ability in 1979.
[21] Added specific academic aptitude in 1979.
[22] Established 5 categorical definition in 1978; did not include psychomotor ability.

sculpturing and mechanics."

On November 1, 1978, President Carter signed into law The Gifted and Talented Children's Education Act of 1978, which set forth the following new federal definition of gifted and talented children:

> For the purposes of this part, the term 'gifted and talented children' means children and, whenever applicable, youth, who are identified at the preschool, elementary or secondary level as possessing demonstrated or potential abilities that give evidence of high performance responsibility in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reasons thereof, require services or activities not ordinarily provided by the school.[18]

The importance of the new federal definition for state and local policy makers is fourfold. First, it retains the broad, categorical emphasis regarding the identification of gifted and talented children suggested by the earlier 1971 federal definition. Second, while not totally excluding individuals possessing high potential in psychomotor ability, the Act does appear to de-emphasize their participation by not specifically mentioning them as a potential target population. The impact of not specifying this population in the 1978 federal definition can already be dramatically seen in some of the changes that have taken place in state policy during the last two years. Of the 20 states reporting regulatory changes in their criteria for identification of gifted and talented children since 1978, 12 have similarly deleted this population of potential gifted and talented children from their state definitions. Third, the new definition suggests that gifted and talented children and youth should not only be identified at the elementary and secondary school levels, but they should be actively identified at the preschool level as well. Fourth, and perhaps most important, is the inclusion of the words, "who by reason thereof...", in the new definition. The addition of this phrase is significant for the following reasons:

(1) <u>It negates the notion that the gifted and talented are a homogenius population</u>. The fact is that if one compares the I.Q. range which is often equated to students who have been identified as being gifted according to their intellectual ability (i.e., an I.Q. score of 120-200),

it should be emphasized that this ability range far exceeds that of our so-called "normal" student population. As such, and as this definition suggests, there is no single program concept that can effectively meet the needs of all gifted and talented children.

(2) It emphasizes the adverse effects of labeling children "gifted and talented". Nicolas Hobbs has indicated that there are often at least three well-known adverse effects which accompany labeling a child. They are (1) labeled children are often victimized by stigma associated with the label; (2) assigning a label to a child often suggests to those working with him that the child's behavior (and often ability) should conform to stereotyped expectations associated with that label; and (3) children who are labeled and placed in educational programs on the basis of that label may often not need special education programs. Even though Hobbs was referring to handicapped children when he prepared these remarks, it can be readily seen that they may equally be applied to the labeling of gifted and talented children as well. Far too often when a child has been identified or labeled gifted or talented, he or she is expected to display precociousness throughout the spectrum of their academic as well as non-academic activities. In other words, such an individual is suddenly expected to be gifted in all areas. Equally distressing is the fact that once this person is assigned to an accelerated or enriched segregated academic setting, he or she is automatically expected to conform to not only the ability levels, but to the interests of all those around him or her.

In this second context, therefore, the inclusion of the words, "who by reason thereof", suggests that we need to look at such an individual from two quite different, but very related perspectives. The initial and most essential factor is that we first have to view this individual as being a child; the second view stems from the fact that it is because

of the child's giftedness or talent that he or she requires special education.

(3) It emphasizes the need to design programmatic and curricular strategies to meet the unique educational and personal needs of gifted and talented children. Implicit within the phrase, "who by reason thereof...", is the understanding that educational programmers must begin to look at the individual needs of gifted and talented students, instead of simply designing instructional intervention strategies to meet their combined group needs. The starting point, therefore, becomes not what special classes or programs can be made available by a particular school for its gifted and talented children in general, but rather, what special education and related services are needed to meet the unique individual educational needs of the gifted or talented child in particular.

Individual Education Programs

Before leaving the topic of the need for personalized instruction to meet the unique individual learning needs of gifted and talented students, it might be advantageous to further identify precisely how many states provide this service to this population. As can be seen from Table 5, seventeen states currently either require or suggest the use of individualized education programs (IEP's) for their gifted and talented students.

TABLE 5
STATES REQUIRING OR SUGGESTING THE USE OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S) FOR THEIR G/T CHILDREN

Alabama	Louisiana	Oregon (S)
Alaska	Missouri (S)	Pennsylvania
Connecticut (S)	Nevada (S)	South Dakota
Florida	North Carolina	Tennessee
Idaho	North Dakota (S)	West Virginia
Kansas	Oklahoma (S)	

(S) = suggests

Two states, North Carolina and Louisiana, mandate the use of IEP's for this population through both statutory and regulatory language. Nine additional states have regulatory language that specify that IEP's must be provided for their gifted and talented students. Connecticut, Missouri, Nevada, and Oregon, on the other hand, suggest the use of IEP's at the state level, but leave the decision of whether or not to actually implement them to individual local school districts. Oklahoma's Guidelines for the Gifted and Talented suggest that one of the options a local school may employ with these students is "individualized instruction." Likewise, regulations in North Dakota suggest the use of "individually-prescribed courses of study" for the state's gifted and talented children. Finally, it should be mentioned that of the 17 states that suggest or require the use of IEP's for these children, only Missouri does not legislatively or administratively include the gifted and talented under special education.

Because of this unique relationship, one might naturally assume that most, if not all, of the rights and protections that are afforded to handicapped children under P.L. 94-142 would likewise be available to gifted and talented children within these particular states. As evidenced by the following table, one such protection--the right to due process--apparently is.

TABLE 6
STATES REQUIRING OR SUGGESTING THE USE OF DUE PROCESS PROCEDURES FOR THEIR G/T CHILDREN

Alabama	Kansas	Pennsylvania
Alaska	Louisiana	South Carolina
Arkansas	Missouri (S)	South Dakota
Connecticut (S)	Nevada	Tennessee
Florida	North Carolina	West Virginia
Georgia	North Dakota	
Idaho	Oregon	

(S) = suggests

Nineteen states, according to Table 6, currently either require or suggest the use of due process procedures in the identification, evaluation, and placement of their gifted and talented children. Seventeen administratively require the use of these procedures at the state level. Two states (Connecticut and Missouri) have regulatory language that suggest the use of due process procedures, but leave it up to local option as to exactly how to implement these protections. In addition, as was the case with states requiring or suggesting the use of IEP's for their gifted and talented children, 17 of the 19 states that require or suggest due process procedures for this population likewise legislatively or administratively include the gifted and talented under special education. Only Missouri and South Carolina administer this program under their State Divisions of Instruction.

The Number of Gifted and Talented Children Reported Served

Table 7 illustrates the number of gifted and talented children reported served by state education agencies from 1975 to 1980. As can be seen from this table, 43 states indicated they served a total of 766,759 gifted and talented students during school year 1979-80. This figure represents over a 16 percent increase in the number of children so served over the previous year. In a similar fashion, it can also be seen that since school year 1975-76, 382,820 additional gifted and talented children have been reported served by state education agencies. This second figure represents over a 100 percent increase in the aggregate number of gifted and talented children reported as served over the past five school years. What is perhaps even more impressive, however, is the fact that this growth has taken place at a time when the overall school age population has decreased by over seven percent and should have resulted in a loss of between 67,000 and 112,000 gifted and talented students.

In addition to demonstrating the impressive growth which has taken place to this population on a nationwide basis, this table also illustrates some of the major accomplishments that have occurred within some of the individual states as well.

Looking first at the percent of increase in the number of gifted and talented children reported as served, it might be noted that Massachusetts, for example, has shown over a 2,500 percent increase; Oklahoma and Hawaii have each indicated over a 3,500 percent increase; and finally, Colorado has reported nearly a 7,000 percent increase in the number of gifted and talented children it has identified and served from 1975 to 1980. Turning to the actual number of gifted and talented children reported served during this period, it should also be observed that there were five states that reported serving in excess of over 20,000 new gifted and talented children: Maryland (+21,951), New Jersey (+26,000), Virginia (+26,000), Indiana (+26,797), and Pennsylvania (+45,947). Finally, it should be noted that, according to Table 7, only four states reported decreases in the number of gifted and talented children they were able to serve during this time: Rhode Island (-159), Tennessee (-1,145), Illinois (-8,065) and California (-47,777).

TABLE 7

NUMBER OF GIFTED AND TALENTED CHILDREN
REPORTED SERVED 1975-80

STATE	1975-76	1976-77	1977-78	1978-79	1979-80	TOTAL # INCREASE / % INCREASE
Alabama	INA[1]	INA	4,100	6,180	7,278	+3,178 / +78%
Alaska	253	946	1,734	2,299	3,400	+3,147 / +1244%
Arizona	6,403	9,000	9,982	10,000	16,020	+9,617 / +150%
Arkansas	INA	150	500	3,166	3,000	+2,850 / +1900%
California	195,000	198,000	169,632	149,304	147,223	-47,777 / -25%
Colorado	253	322	392	392	17,609	+17,356 / +6860%
Connecticut	6,500	7,100	8,100	9,200	10,100	+3,600 / +55%
Delaware	1,000	1,140	1,582	1,582	2,833	+1,833 / +183%
Florida	20,143	20,259	20,259	23,261	25,301	+5,158 / +26%
Georgia	24,000	24,340	29,979	34,261	36,000[2]	+12,000 / +50%
Hawaii	INA	170	2,000	INA	6,390	+6,220 / +3659%
Idaho	400	1,200	1,533	1,659	1,659	+1,259 / +314%
Illinois	INA	78,065	65,468	65,000	70,000	-8,065 / -10%
Indiana	INA	INA	2,000	12,044	28,797	+26,797 / +1340%
Iowa	INA	INA	INA	INA	INA[3]	-- / --
Kansas	1,000	2,282	3,310	3,835	4,290	+3,290 / +329%
Kentucky	INA	5,000	8,904	6,804	7,134	+2,134 / +85%
Louisiana	INA	2,500	5,284	5,078	5,281	+2,781 / +111%
Maine	INA	450	913	1,266	INA	+816 / +181%
Maryland	5,000	10,879	15,185	28,631	26,951	+21,951 / +439%
Massachusetts	INA	400	3,900	3,700	10,424	+10,024 / +2506%
Michigan	1,600	1,600	1,209	1,674	1,390	-210 / -13%
Minnesota	22,500	22,067	23,000	16,193	30,000[4]	+7,500 / +33%
Mississippi	1,600	2,100	2,500	3,635	5,000	+3,400 / +213%
Missouri	2,583	3,943	6,196	7,700	8,700	+6,117 / +237%
Montana	500	500	INA	600[5]	700[5]	+200 / +40%
Nebraska	6,888	8,540	12,394	12,968	14,690	+7,802 / +113%
Nevada	INA	1,200	1,214	1,569	1,949	+749 / +62%
New Hampshire	INA	200	300	600	1,000	+800 / +400%
New Jersey	4,000	5,700	16,260	25,148	30,000	+26,000 / +650%
New Mexico	491	881	1,078	1,552	2,031	+1,540 / +314%
New York	INA	INA	INA	INA	INA[6]	-- / --
North Carolina	36,343	39,691	36,388	50,323	55,205	+18,862 / +52%
North Dakota	148	188	276	340	430	+282 / +191%
Ohio	INA	14,000	20,000	25,000	INA	-- / --
Oklahoma	140	2,066	3,500	4,500	4,924	+4,784 / +3417%
Oregon	0	0	0[7]	3,700	4,700	+1,000 / +27%
Pennsylvania	19,053	29,000	42,600	60,000	65,000	+43,947 / +241%
Rhode Island	INA	1,759	1,200	900	1,600	-159 / -9%
South Carolina	INA	2,312	2,935	4,000	8,000	+5,688 / +246%
South Dakota	INA	INA	169	214	474	+305 / +180%
Tennessee	INA	6,000	6,242	5,824	4,855	-1,145 / -19%
Texas	INA	INA	INA	INA[8]	17,580	-- / --
Utah	INA	2,086	4,579	11,751	15,337	+13,251 / +635%
Vermont	INA	200	350	INA	INA	-- / --
Virginia	25,000	25,000	30,000	43,000	51,000	+26,000 / +104%
Washington	1,300	1,300	2,100	2,100	3,000	+1,700 / +131%
West Virginia	1,841	1,844	2,730	4,629	4,004	+2,163 / +117%
Wisconsin	INA	2,500	4,300	4,000	5,500	+3,000 / +120%
Wyoming	INA	400	960	INA	INA	-- / --
TOTALS	383,939	535,436 (+39%)	577,237 (+8%)	659,882 (+14%)	766,759 (+16.2%)	+382,820 / +100%

[1] Information Not Available.
[2] Approximation.
[3] SEA does not maintain records.
[4] Estimation, actual number will be available on January 1, 1981.
[5] Approximation.
[6] SEA does not maintain records.
[7] No children served via SEA funding.
[8] SEA did not maintain records.

Percentage of the Potential G/T Population Being Served

In 1971, U.S. Commissioner of Education Sydney Marland indicated that the use of the six categorical definition suggested by the federal government to identify potential gifted and talented students (i.e., those with demonstrated or potential ability in general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability) would most likely "encompass a minimum of 3 to 5 percent of the school population." Using 1970 school enrollment figures (i.e., 51.6 million children and youth), it was projected that between 1.5 and 2.5 million gifted and talented children were potentially eligible to receive special education at that time.[19]

In estimating the percentage of the potential gifted and talented population that is being served today, however, one must consider two essential policy factors. First, as has been previously described, less than one-third (i.e., 16 states) indicate they currently use the six-categorical definition of giftedness as suggested by the original Marland Report. Second, according to data gathered by the National Center for Educational Statistics (NCES), there were 41,573,663 children and youth enrolled in the public schools during the 1979-80 academic year. This means that there were almost 10 million less children enrolled in public educational facilities in 1979-80 than in 1970-71. Using the most recent child count, therefore, one could project that there might be between 1.2 and 2 million gifted and talented children currently eligible for special services. If one uses the higher 5 percent rate of incidence for this population, Table 7 suggests that approximately 37 percent of the potential gifted and talented population received services last year. If, on the other hand, one uses the more conservative 3 percent incidence rate, the table suggests that 61 percent of this population was served. An earlier study conducted by Zettel in 1979 found that between 25 and 41 percent of the potential gifted and talented students in public schools were then being provided with services (using the 3 and 5 percent incidence rates respectively).[20] This would therefore appear to indicate that considerable progress has been made by state education agencies during the

past two years with respect to the identification and provision of services to these children.

It should be cautioned, nevertheless, that even with such progress, this still means that between 39 to 63 percent of the potential gifted and talented school-age population in this country is still not receiving the education they need or deserve. Finally, as evidenced by Table 8, there are currently less than one-third of the states that report they are serving a percentage of gifted and talented children equal to 3 percent or more of their general school-age population. Even more startling is the fact that only one state, Nebraska, reported serving a number equal to at least 5 percent of this population in 1979-80.

TABLE 8
PERCENT OF GENERAL SCHOOL-AGE POPULATION SERVED
AS GIFTED AND TALENTED 1979-80

5% and Above	4.9%-4%	3.9%-3%	2.9%-2%	1.9%-1%	Under 1%
NE (5.1%)	VA (4.9%) NC (4.8%) UT (4.6%)	MN (3.9%) AK (3.8%) CA (3.6%) HI (3.6%) MD (3.5%) IL (3.4%) PA (3.3%) GA (3.3%) CO (3.2%) AZ (3.1%)	IN (2.7%) DE (2.7%) NJ (2.3%)	CT (1.8%) FL (1.7%) SC (1.3%) NV (1.3%) KS (1.0%) KY (1.0%) MA (1.0%) MS (1.0%) MO (1.0%) OR (1.0%) RI (1.0%) WV (1.0%)	AL (.9%) ID (.8%) OK (.8%) LA (.7%) NM (.7%) AR (.6%) TN (.6%) TX (.6%) WI (.6%) NH (.6%) MT (.4%) ND (.4%) SD (.4%) WA (.4%) MI (.07%)
2%	7%	23%	7%	27%	35%

Information regarding the reported number of gifted and talented children reported served in 1979-80 was not available from Iowa, Maine, New York, Ohio, Vermont, and Wyoming.

State Mandation Practices

While the majority of states continue to have permissive legislative and regulatory policy, 15 states reported that they mandated the identification and provision of

appropriate educational services for their gifted and talented children during the 1979-80 school year. Each of the 15 states, through their statutes or regulations, has designated that their programs for the gifted and talented should be administered through special education. Twelve define their gifted and talented students in terms of their being exceptional. As such, most mandate the identification and provision of specially designed instruction to all of their gifted and talented students through language that calls for the provision of special education for all of their exceptional children. Louisiana, for example, uses the following language regarding this right to education:

> It is and shall be the duty of state, city, and parish public school systems of the State of Louisiana to provide an appropriate, free, publicly supported education to every exceptional child who is a resident therein.[21]

Other states, like Pennsylvania, while they legislatively define gifted and talented students as being exceptional children, have added regulatory language that appears to limit the provision of special education to only those who have "been identified":

> Effective July 1, 1976, all gifted and talented school-aged persons identified shall be provided with an appropriate program of education and/or training including due process procedures for other exceptional school-aged persons...to determine the appropriateness of the classification and program. (Emphasis added)[22]

South Dakota has substituted the term "children in need of special or prolonged assistance" in place of those traditionally referred to as exceptional children. New Jersey and Virginia, on the other hand, have regulatory language that while they do not specify that every gifted and talented child will be provided with a differentiated education, they both mandate that every school district will offer a program for them. The New Jersey Administrative Code, for instance, states that "the educational program (curriculum) for each district and school shall...provide educational opportunities for exceptionally gifted and talented pupils."[23]

TABLE 9
STATES MANDATING THE IDENTIFICATION AND PROVISION OF APPROPRIATE SERVICES FOR THEIR GIFTED AND TALENTED CHILDREN

Alabama (.9 percent)*	Louisiana (.7 percent)	Pennsylvania (3.3 percent)
Alaska (3.8 percent)	Nevada (1.3 percent)	South Dakota (.4 percent)
Florida (1.7 percent)	New Jersey (2.3 percent)	Tennessee (.6 percent)
Georgia (3.3 percent)	New Mexico (.7 percent)	Virginia (4.9 percent)
Kansas (1.0 percent)	North Carolina (4.8 percent)	West Virginia (1.0 percent)

*Percent of school-age population identified and served as gifted and/or talented during school year 1979-80.

Of the 15 states that mandate that services and programs be provided for their gifted and talented children, it is also interesting to note that only two (Alaska and New Jersey) indicated they used the broad, six-categorical definition of giftedness suggested by the Marland Report. Eleven of these states have, in fact, limited the identification of this population to those demonstrating or capable of high performance in areas related closely to cognitive ability (i.e., intellectual ability, specific academic aptitude, and creative and productive thinking).

This factor needs to be taken into account, therefore, when one examines the percent of the overall school-age population, each of these states serves as gifted and talented (see Table 9). For instance, while Nevada reports it is serving only 1.3 percent of its school population as gifted, its basic definition of "academically talented" children limits the size of this population to 2 percent of its school-age population. In reality, therefore, Nevada is in fact providing services to approximately two-thirds of its potentially eligible gifted population. As previously mentioned, other states that mandate services be provided for their gifted and talented students have considerably limited the potential number of these individuals by specifying that these services are to be provided to only "identified" gifted and talented children. As such, "child find" activities to locate potential or new gifted and talented children in these states might be discouraged.

Reported State and Federal Appropriations For Gifted and Talented Education

Yet another major area that should be carefully examined in discussing many of the changes that have taken place in educational policy related to the gifted and talented is the amount of state and federal funding that has been, and is currently being, provided to this population. The reader should be cautioned, however, that much of the data that is printed below comes from only that which was reported by the responding individuals within each State Department of Education. As such, many of these figures might represent "best estimates" of the level of funding generated by the state or what was appropriated by the federal government.

State Appropriations

Table 10 illustrates the amount of reported state appropriations for the education of gifted and talented children from school year 1975-76 to the present. As can be seen from this table, 38 states reported allocating a total of $121,772,238 for gifted and talented education during school year 1979-80. This represents nearly a 17 percent, or $17,565,034, increase in the total amount of state funding appropriated for this population over the previous school year. Overall, funding for gifted and talented education has witnessed a 112 percent increase over the past 5 years with an additional $64,426,112 being spent on these children from state revenues.

Impressive growth can also be seen within some of the individual states as well. Looking first at the percent of increase in total dollars allocated to the gifted and talented from 1975 to 1980, one can immediately recognize and appreciate the efforts of states like Kansas (1161% increase), Ohio (1250% increase), Maine (1875% increase), Oklahoma (2067% increase) and Minnesota (9900% increase) in allocating monies to be spent on the education of gifted and talented children. Turning to the increase in the actual number of dollars appropriated to this population, it might be noted that 4 states, Alaska, Mississippi, Illinois, and Texas, each increased the total amount

TABLE 10

STATE APPROPRIATIONS FOR THE GIFTED AND TALENTED
1975-1980

STATE	1975-76	1976-77	1977-78	1978-79	1979-80	TOTAL $ INCREASE	% OF INCREASE
Alabama	INA[1]	$1,050,000	$2,482,000	$2,482,000	INA	-- / --	
Alaska	$222,230	$231,940	$800,000	$1,620,530	$2,400,000[2]	+$2,177,770/	+980%
Arizona	$320,150	$450,000	$499,100	$500,000	$499,300	+$129,150/	+40%
Arkansas	0	0	0	0	$250,000	+$250,000/	--
California	$15,570,000	$15,570,000	$13,400,000	$13,739,389	$14,700,000	-$870,000/	-6%
Colorado	$6,000	0	$7,000	0	$49,000	+$43,000/	+717%
Connecticut	$2,700,000	$3,000,000	$3,300,000	$3,700,000	$4,200,000	+$1,500,000/	+56%
Delaware	0	0	$32,089	$30,000	$500,000	+$500,000/	--
Florida	$11,500,000	$12,183,364	$13,941,900	$14,300,000	$16,500,000	+$5,000,000/	+43%
Georgia	$3,600,000	$4,200,000	$4,375,466	$7,212,169	$10,568,735[3]	+$6,968,735/	+194%
Hawaii	0	$38,000	$38,000	$40,000	$91,505	+$91,505/	--
Idaho	$74,915	$681,000	$1,050,000	$565,000	$717,202[4]	+$642,287/	+857%
Illinois	$2,600,000	$2,600,000	$2,680,000	$3,630,000	$5,200,000	+$2,600,000/	+100%
Indiana	0	0	0	0	0	-- / --	
Iowa	$10,000	$10,000	$45,000	$50,000	$50,000	+$40,000/	+400%
Kansas	$85,000	$287,000	$366,345	$727,931	$1,072,175	+$987,175/	+1161%
Kentucky	0	0	$565,700	$565,700	$1,118,600	+$1,118,600/	--
Louisiana	0	$250,000	$300,000	$1,000,000	$1,000,000	+$1,000,000/	--
Maine	$5,000	0	$88,000	$88,000	$98,739	+$93,739/	+1875%
Maryland	INA	$86,756	$112,571	$662,391	$599,913[5]	+$513,157/	+59%
Massachusetts	0	0	0	0	0	-- / --	
Michigan	$200,000	$200,000	$250,000	$500,000	$750,000	+$550,000/	+275%
Minnesota	$6,000	$6,000	$6,000	$6,000	$600,000	+$594,000/	+9900%
Mississippi	INA	$474,698	$844,992	$1,560,000	$2,900,000	+$2,425,302/	+511%
Missouri	$323,651	$1,325,264	$1,539,362	$1,900,000	$1,600,000	+$1,276,349/	+394%
Montana	0	0	0	0	0	-- / --	
Nebraska	$205,000	$287,000	$412,000	$413,000	INA[6]	-- / --	
Nevada	$304,000	$476,800	$642,000	$686,400	$720,000	+$416,000/	+137%
New Hampshire	0	0	0	0	0	-- / --	
New Jersey	0	$50,000	$75,000	$100,000	$100,000	+$100,000/	--
New Mexico	INA	INA	INA	INA	INA	-- / --	
New York	$40,000	$40,000	$125,000	$417,000	INA	-- / --	
North Carolina	$3,500,000	$8,100,000	$8,500,000	$8,820,217	$17,845,910[7]	+$14,345,910/	+178%
North Dakota	$6,000	$20,000	$29,500	$24,750	$49,500	+$43,500/	+725%
Ohio	$100,000	$100,000	$300,000	$300,000	$1,350,000[8]	+$1,250,000/	+1250%
Oklahoma	$42,000	$300,000	$700,000	$690,000	$910,000	+$868,000/	+2067%
Oregon	0	0	0	$1,000,000	$572,000[9]	-- / --	
Pennsylvania	$14,000,000	$20,000,000	$20,200,000	$25,000,000	$25,000,000[10]	+$11,000,000/	+79%
Rhode Island	0	0	0	0	$125,000	+$125,000/	--
South Carolina	$300,000	$350,000	$350,000	$350,000	$682,049	+$382,049/	+127%
South Dakota	0	$22,000	$20,000	$17,407	$27,435	+$27,435/	--
Tennessee	INA	$3,000,000	$3,308,260	$2,400,000	$2,600,000	-$600,000/	--
Texas	0	0	0	0	$2,000,000	+$2,000,000/	--
Utah	0	$137,000	$317,150	$480,000	$514,600	+$514,600/	--
Vermont	0	0	0	0	INA	-- / --	
Virginia	$1,400,000	$1,400,000	$1,690,000	$1,875,760	$1,856,375	+$456,375/	+33%
Washington	INA	INA	INA	INA	INA[11]	-- / --	
West Virginia	$225,000	$225,000	$552,000	$1,800,000	$2,004,200	+$1,779,200/	+791%
Wisconsin	0	0	0	0	0	-- / --	
Wyoming	$1,180	$11,654	INA	INA	INA	-- / --	
TOTALS	$57,346,126	$77,163,476	$84,444,435	$104,207,204	$121,772,238	+$64,426,112/	+112%

[1] Information Not Available.
[2] Approximate figures.
[3] Includes only teachers' salaries and operational costs of State Office (Governor's schools not included).
[4] Estimations (There is no breakdown between the gifted and the handicapped under special education).
[5] Monies for summer programs, operational costs of State Office, and inservice programs.
[6] To be paid in 1980-81.
[7] Represents exceptional children's funds and Governor Schools only (based on average teacher salary times number of G/T teachers).
[8] Funds by bienniums ($200,000 during 1975-77; $600,000 during 1977-79; $4.675 million during 1979-81).
[9] Grant in aid only (Staff positions and expenses are additional).
[10] Estimations.
[11] Funds by bienniums ([illegible],000 during 1975-77; $989,000 during 1977-79; $2.25 million during 1979-81

of monies it allocated to the gifted and talented by $2 million or more during the period from 1975 to 1980. Florida increased its allocation to this population by $5 million; Georgia by nearly $7 million; Pennsylvania by $11 million; and finally, North Carolina by over $14 million.

While such nation-wide and individual state increases in appropriations for the gifted and talented appear quite impressive on the surface, a closer examination of the 1979-80 individual state funding patterns, as evidenced by Table 11, reveals that, in reality, 18 states generated over 94 percent of the total state appropriations. More distressing is the fact that nearly three-fourths (i.e., 71 percent) of the total amount of state monies allocated to the gifted and talented was generated by only five states: Pennsylvania, North Carolina, Florida, California, and Georgia.

TABLE 11
INDIVIDUAL STATE FUNDING PATTERNS

State	1979-80 State Appropriation (in dollars)	Percentage of Total 1979-80 Reported State Appropriations	
Pennsylvania	$25,000,000	21%	
North Carolina	17,845,910	15%	
Florida	16,500,000	14%	(5)
California	14,700,000	12%	
Georgia	10,568,735	9%	
		71%	
Illinois	5,200,000	4%	
Connecticut	4,200,000	3%	
Mississippi	2,900,000	2%	
Tennessee	2,600,000	2%	(12)
Alaska	2,400,000	2%	
West Virginia	2,004,200	2%	
Texas	2,000,000	2%	
		87%	
Virginia	1,856,375	2%	
Missouri	1,600,000	1%	
Ohio	1,350,000	1%	
Kentucky	1,118,600	1%	(18)
Kansas	1,072,175	1%	
Louisiana	1,000,000	1%	
		94%	

Once again, however, the benefit of defining gifted and talented children as being exceptional and programmatically administering this population through special education becomes readily apparent. Sixty percent of the states showing the highest percent of increase, 75 percent of the states allocating the greatest increase in actual dollars spent, and 72 percent of the states appropriating the largest amount of monies to the gifted and talented, did so under the auspices of special education.

Federal Appropriations

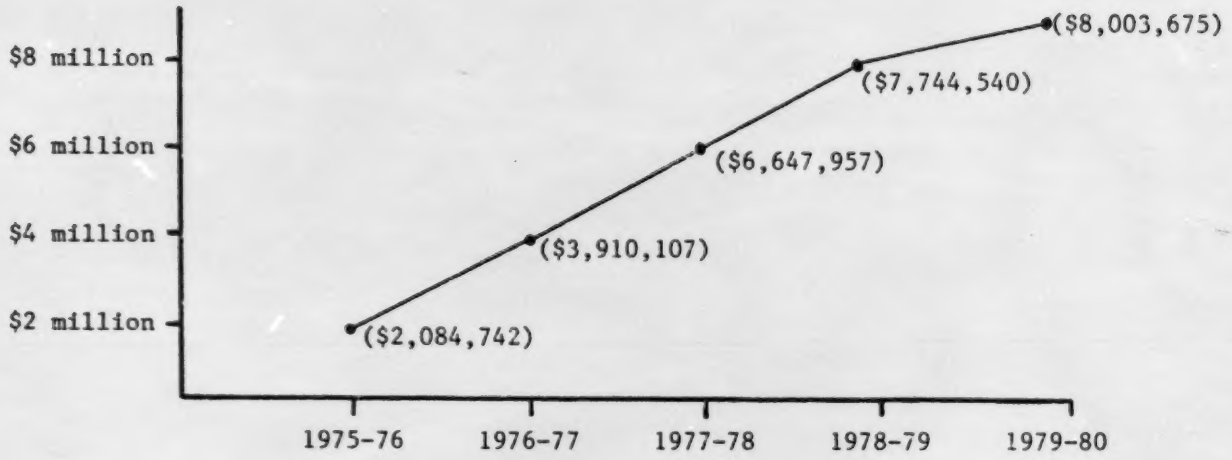
Forty-six state education agencies indicated that they received a total federal appropriation of at least $9,997,370 for gifted and talented education during the school year 1979-80. As is indicated by Table 12, the majority of funds came from two principal sources: (1) Title IV-C of the Elementary and Secondary Education Act (i.e., improving local educational practice) from which a reported 294 local school projects for the gifted and talented received a total of $8,003,675; and (2) the U.S. Office of Gifted and Talented Education, using monies from P.L. 93-380, Section 404, which funded at least 34 state education agency projects for 1979-80 at a total of $1,993,695.

During the 1970's, two positive trends have appeared with relation to the provision of federal appropriations for the gifted and talented. First, monies allocated by the states for this population through ESEA Title IV-C have continued to rapidly escalate since 1975. As demonstrated by Table 13, ESEA Title IV-C monies allocated to the gifted and talented have quadrupled during this time period.

TABLE 12
STATE REPORTED FEDERAL MONIES
ALLOCATED TO THE G/T IN 1979-80

State	PL 93-380, Sec. 404 (monies from OGT) allocated to G/T in 1979-80	ESEA Title IV-C monies allocated to G/T in 1979-80	State	PL 93-380, Sec. 404 (monies from OGT) allocated to G/T in 1979-80	ESEA Title IV-C monies allocated to G/T in 1979-80
Alabama	$51,312	INA	Montana	$49,861	$65,683
Alaska	$76,700	0	Nebraska	--	$75,000
Arizona	$44,900	$10,000	Nevada	$22,291	0
Arkansas	$46,853	$163,369	N. Hampshire	$28,163	$4,500
California	$197,011	$91,793	N. Jersey	$62,762	$275,000
Colorado	--	$119,075	N. Mexico	--	INA
Connecticut	$58,513	$300,000	N. York	--	INA
Delaware	$53,550	$109,000	N. Carolina	$53,031	$293,500
Florida	$57,393	$40,000	N. Dakota	$38,642	$33,000
Georgia	--	$62,300	Ohio	--	$726,103
Hawaii	--	0	Oklahoma	$90,000	$40,000
Idaho	$68,775	$4,512	Oregon	--	$40,000
Illinois	$55,000	0	Pennsylvania	$57,500	$350,814
Indiana	$54,971	$234,637	Rhode Island	--	$105,000
Iowa	$58,162	$248,184	S. Carolina	$49,356	0
Kansas	--	$240,599	S. Dakota	$44,150	$54,030
Kentucky	--	$115,038	Tennessee	--	$300,321
Louisiana	$43,136	$284,000	Texas	$47,162	$913,122
Maine	$47,160	$74,575	Utah	--	0
Maryland	$46,603	$541,304	Vermont	$45,560	INA
Massachusetts	$46,225	$600,000	Virginia	$54,266	$343,647
Michigan	$59,724	$142,000	Washington	--	$200,106
Minnesota	$38,127	$60,000	W. Virginia	$42,090	$110,225
Mississippi	$37,000	$65,000	Wisconsin	--	$395,378
Missouri	--	$130,860	Wyoming	$29,246	$42,000
			TOTALS:	$1,993,695	$8,003,675

TABLE 13
ESEA TITLE IV-C MONIES ALLOCATED TO
THE G/T FROM 1975-1980



Second, monies allocated to this population via the U.S. Office of Gifted and Talented Education have likewise increased. Federal appropriations under P.L. 93-380, Section 404 (the Special Projects Act) increased from $2.56 to $3.78 million in fiscal year 1979. On November 1, 1978, President Carter signed P.L. 95-561 into law. Contained in these amendments to the Elementary Secondary Education Act (ESEA) was the Gifted and Talented Children's Education Act of 1978, which called for a substantial increase in the amount of monies that could be authorized for this program (e.g., $25 million for FY 79, $30 million for FY 80, $35 million for FY 81, $40 million for FY 82, and $50 million for FY 83). In 1979, under this new authority, appropriations for the gifted and talented increased to $6.28 million for fiscal year 1980. And most recently, in its proposed recommendations for fiscal year 1982, the Department of Education has strongly suggested that these monies for gifted and talented children be increased to at least $10 million.

A word of caution, nevertheless, should be made with regard to the future of federal support for the gifted and talented. At the time of this writing, the U.S. House of Representatives has approved a $55 million dollar reduction in overall Title IV-C funds for fiscal year 1981. In its proposed recommendations for fiscal year 1982, the Department of Education has likewise suggested that an additional $36.9

million be taken out of this program. As these monies currently represent the largest single source of federal appropriations for the gifted and talented, such cuts could obviously have serious repercussions upon the gifted and talented community. Finally, with the evolution of a new Administration about to assume power in Washington, D.C. and hearing of its rhetoric of adding to our defense spending, on the one hand, and balancing the federal budget on the other, one naturally wonders where the money to do so will have to come from. Advocates for the gifted and talented, therefore, will need to keep an open eye on attempts to not only stagnate the progress that has occurred in the past with regard to increased appropriations, but also of the possibility of efforts to decrease the limited amount of federal monies currently being allocated to the gifted and talented.

Summary and Conclusions

As indicated by the opening paragraph, the basic purpose of this chapter was to describe some of the more salient changes that have recently taken place with regard to the education of gifted and talented children. Beginning in 1975-76, a longitudinal study of state policy and the delivery of services to this population was begun and updated on an annual basis. Among the more significant policy developments and changes that have taken place, according to data collected for the 1979-80 school year, are the following items:

- Thirty-nine states currently have legislation that makes mention of or defines gifted and talented children.
- Forty-four states presently have regulations or guidelines regarding the screening and identification of these children. While 58 percent of these states in 1977 used a broad, six-categorical definition of gifted and talented children, similar, if not identical to the one, suggested by U.S. Commissioner Marland in his 1971 Report to Congress, by 1980, only 36 percent used such a definition.

- Forty-eight states reported having an individual at the state level with 50 percent or more of their time assigned to gifted and talented education. Forty-two states have full-time persons employed in these positions.
- Seventeen states currently either require or suggest the use of individualized education programs (IEP's) for their gifted and talented students.
- Nineteen states presently require or suggest the use of due process procedures in the identification, evaluation, and placement of their gifted and talented children.
- Forty-three states indicated they served a total of 766,759 gifted and talented students during 1979-80. This figure represents over a 16 percent increase in the number of children so served over the previous year and a 100 percent increase in number served over the past five years.
- Using the most recent public school enrollement figures as well as the projected 3-5 percent incidence rate, it appears that between 37 and 61 percent of the estimated gifted and talented population was reported served during the 1979-80 school year.
- Fifteen states mandated the identification and provision of appropriate educational services for their gifted and talented children during this past school year.
- Thirty-eight states reported allocating a total of $121,772,238 for gifted and talented education during school year 1979-80. This amount represents nearly a 17 percent, or $17.5 million increase in the total dollars allocated to this population over the previous school year. Overall, funding for gifted and talented education has seen a 112

percent increase over the past 5 years with an additional $64.4 million being spent on these children from state revenues.

In conclusion, from a nationwide perspective, there has been considerable change and awareness as to the need for differentiatal and appropriate educational programs for the gifted and talented. While many milestones have been reached, obviously, there are still many others that must be obtained. As George Bernard Shaw once wrote, "No question is so difficult to answer as that to which the answer is so obvious." Advocates for the gifted and talented therefore cannot become complaisant. While public and governmental attitudes toward this population presently appear to be most favorable, they can nevertheless change almost instantaneously. In the words of Thomas Arnold: "Two things we ought to learn from history: one, that we are not in ourselves superior to our fathers; another, that we are shamefully and monstrously inferior to them, if we do not advance beyond them." In the 1980's, therefore, let us advance the progress that has begun to insure that all of our nation's gifted and talented children have the individualized and appropriate educational services they need and so rightfully deserve.

Footnotes

[1]The Council for Exceptional Children, The Nation's Commitment to the Education of Gifted and Talented Children and Youth. (Reston, Virginia: CEC. April, 1978).

[2]Zettel, Jeffrey, "State Provisions for Educating the Gifted and Talented," in The Gifted and the Talented, Seventy-eighth Yearbook of the National Society for the Study of Education, Part I, ed. A. Harry Passow. (Chicago: University of Chicago Press, 1979), pp. 63-74.

[3]Zettel, Jeffrey, J., "Public Policy and the Education of Gifted and Talented Children," (Paper presented at the annual meeting of the American Educational Research Association, Boston, Massachusetts, 1980).

[4]The following two telephone surveys were conducted by the U.S. Office for Gifted and Talented Education: Shafer-Tucker Survey in 1977 and the Clinkenbeard-Fisher Survey in 1978.

[5]Ackerman, Paul R., and Weintraub, Frederick J., "Summary Analysis of State Laws for Gifted Children," Exceptional Children, 35 (1969): p. 571.

[6]Ibid

[7]Ibid

[8]Ibid

[9]Oklahoma Statutes Annotated, Article XIII, § 13-101

[10]Pennsylvania Statutes Annotated, Title 24, § 13-1371

[11]Tennessee Code Annotated, § 49-2914

[12]Iowa Code Annotated, § 442.31

[13]Michigan Statutes Annotated, § 15.2085(22)

[14]South Dakota Compiled Laos, § 13-37-1

[15]Marland, Jr., Sidney P., Education of the Gifted and Talented, Report to the Congress of the United States by the U.S. Commissioner of Education (Washington, D.C.: U.S. Government Printing Office, 1972), pp. 48-49.

[16]Ibid, p. 2

[17]Zettel, Jeffrey J., "Gifted and Talented Education - Over a Half Decade of Change," Journal for the Education of the Gifted, Vol. 3, No. 1, 1979, pp. 19-20.

[18]Public Law 95-561, Title IX, Part A, The Gifted and Talented Children's Education Act of 1978, Section 902.

[19]Marland, Education of the Gifted and Talented, p. 3.

[20]Zettel, "Public Policy and the Education of Gifted and Talented Children."

[21]Louisiana Revised Statutes Annotated, § 1941

[22]Regulations of the State Board of Education of Pennsylvania, Section 13.31, Part III, 1975.

[23]New Jersey Administrative Code 6:8-3.5all.